Thomas

Lesson Plan #4

4/10/13

Jeremy Praytor

**Objectives:**

**Science TEKS:**

4.10 Organisms and environments. The student knows that organisms undergo similar life processes and have structures that help them survive within their environment. The student is expected to

(A) explore how adaptations enable organisms to survive in their environment such as comparing birds' beaks and leaves on plants;

**ELA TEKS:**

(6)  Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:

(A)  sequence and summarize the plot's main events and explain their influence on future events;

(B)  describe the interaction of characters including their relationships and the changes they undergo;

4.16 Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:

(A) write imaginative stories that build the plot to a climax and contain details about the characters and setting;

4.22 Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:

(A) spell words with more advanced orthographic patterns and rules:

(i) plural rules (e.g., words ending in f as in leaf, leaves; adding -es);

(ii) irregular plurals (e.g., man/men, foot/feet, child/children);

(iii) double consonants in middle of words;

revised August 2012

(iv) other ways to spell sh (e.g., -sion, -tion, -cian); and

(v) silent letters (e.g., knee, wring);

(B) spell base words and roots with affixes (e.g., -ion, -ment, -ly, dis-, pre-);

(C) spell commonly used homophones (e.g., there, they're, their; two, too, to); and

**Activities:**

1. Guided reading, *My Visit To The Zoo.* Fiction,Reading level M.
2. Read aloud, *Frogs!.* Non Fiction. This book is about everything you need to know about frogs. Their habitit, what they eat, reproduction, and dangers of being a frog.
3. Have Thomas write in his journal.
4. Use TextTwist2 on the iPad to work on spelling.

**Materials:** iPad, *Winter Whale, Defenders*

**Evaluation:** Record Thomas reading *Winter Whale* so I can use it to go back and listen to and see if there are any other issues we might need to touch on. Read Thomas’s journal to see how his sentence structure and spelling is coming.